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## FOREIGN-LANGUAGE REQUIREMENTS FOR THE A.B. DEGREE

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Thirty or forty years ago the A.B. degree had a well-defined significance that was practically universal. But since Charles Francis Adams delivered his historic address in Sanders Theater, June 28, 1883, there has been a great deal of experimenting with the college courses, until at present many are in doubt as to just what the venerable A.B. stands for, if indeed it has any characteristic import at all. Because of this uncertainty of meaning an attempt has been made to ascertain the foreign-language requirements for the A.B. degree now in force in various representative institutions of the United States and Canada. In all sections of the country statistics have been gathered from higher schools of learning of every description, except the technical schools and the colleges for women, which for obvious reasons are excluded.

The investigation was undertaken with the simple desire to learn the facts and without previous knowledge of the practice of specific schools which might have had an influence upon the question as to whether those particular schools should be included in the list or not. The names of many other reputable institutions would appear, if response had been made to the questionnaire or to the request for a catalogue. Although great care has been exercised to secure accuracy and most of the statistics have been verified by a committee of three, we cannot hope that all errors have been avoided. We feel confident, however, that any errors that may exist in the tables are of minor importance and will not affect the results to any appreciable degree.

The unit of the tables that follow is a year of language-study irrespective of the number of class exercises per week. By "foreign language" is meant any language other than English. It is the *minimum* requirement that is reported; the emphasis here belongs

to the word minimum. For example, a certain university requires ordinarily six years or more of foreign language for the A.B. degree, but in special cases grants the degree for four years of such work to the student who enters without any foreign-language preparation whatever. In such case the entry made in the tables is four years, for this is the minimum that is sought.

The first five columns of Tables I, II, and III include all foreign

TABLE I  
MINIMUM FOREIGN-LANGUAGE REQUIREMENTS FOR A.B. IN STATE UNIVERSITIES

	YEARS LANGUAGE FOR A.B.		TOTAL YEARS FOR A.B.	YEARS LANGUAGE FOR B.S.		YEARS ANCIENT LANGUAGES REQUIRED FOR A.B.	
	Preparatory	In College		Preparatory	In College	Years Preparatory	Years in College
Alabama . . . . .	5	4	9	2	2	3 Lat.	2 Lat.
Arkansas . . . . .	3	2	5	0	4	0	0
California . . . . .	4	3	7	4	1	4 Lat.	1 Lat. and 2 Gr.
Colorado . . . . .	4	0	4	..	..	0	0
Florida . . . . .	3	4	7	0	2	3 Lat.	2 Lat.
Georgia . . . . .	5	6	11	2	4	3 Lat.	2 Lat.
Idaho . . . . .	6	3	9	4	2	4 Lat.	0
Illinois . . . . .	0	2	2	..	..	0	0
Indiana . . . . .	3	2	5	..	..	0	0
Iowa . . . . .	2	3	5	..	..	0	0
Kansas . . . . .	3	0	3	..	..	0	0
Maine . . . . .	0	2	2	..	..	0	0
Michigan . . . . .	2	0	2	..	..	0	0
Minnesota . . . . .	0	0	0	..	..	0	0
Missouri . . . . .	2	2	4	..	..	0	1 Lat. or 1 Gr.
Montana . . . . .	0	2	2	0	2	0	0
Nebraska . . . . .	3	1	4	3	1	2 Lat.	0
Nevada . . . . .	2	2	4	..	..	2 Lat. or 2 Gr.	2 Lat. or 2 Gr.
New Mexico . . . . .	2	2	4	..	..	0	0
North Carolina . . . . .	6	4	10	..	..	0	0
North Dakota . . . . .	2	2	4	..	..	0	0
Ohio Univ. . . . .	5	4	9	5	3	4 Lat. and 1 Gr.	4 Anc. Lang.
Ohio State Univ. . . . .	4	2	6	..	..	0	0
Oklahoma . . . . .	2	1	3	..	..	0	0
Pennsylvania							
State Coll. . . . .	6	2	8	..	..	4 Lat.	0
Tennessee . . . . .	4	4	8	4	2	4 Lat.	4 Anc. Lang.
Texas . . . . .	3	2	5	..	..	0	0
Vermont . . . . .	7	2	9	2	2	4 Lat. and 3 Gr.	1 Lat. and 1 Gr.
Virginia . . . . .	4	3	7	4	2	4 Lat. and 2 Gr.	2 Lat. or 1 Gr.
Washington . . . . .	2	3	5	..	..	0	0
West Virginia . . . . .	2	2½	4½	..	..	2 Lat.	2½ Lat.
Wisconsin . . . . .	0	4	4	..	..	0	0
Wyoming . . . . .	2	0	2	..	..	0	0

languages on an equality; the last two differentiate the ancient languages from the modern. The symbol "o" signifies that there is no requirement. Although statistics are given for the B.S. degree (columns 4 and 5), this is only incidental to the main investigation. A blank space in the B.S. columns indicates that the

TABLE II  
MINIMUM FOREIGN-LANGUAGE REQUIREMENTS FOR A.B. IN PRIVATE UNIVERSITIES

	YEARS LANGUAGE FOR A.B.		TOTAL YEARS FOR A.B.	YEARS LANGUAGE FOR B.S.		YEARS ANCIENT LANGUAGES REQUIRED FOR A.B.	
	Preparatory	In College		Preparatory	In College	Years Preparatory	Years in College
Leland Stanford	o	o	o	..	..	o	o
Denver, Colo...	4	1	5	..	..	o	o
Yale, Conn.....	7	o	7	..	..	4 Lat.	o
Wesleyan.....	6	2	8	2	2	4 Lat. or 3 Gr.	1 Lat. or 1 Gr.
Atlanta, Ga....	5	5	10	..	..	4 Lat. and 1 Gr.	1 Lat. and 2 Gr.
Chicago, Ill. ...	7	3½	10½	3	1½	4 Lat. and 3 Gr.	1 Lat. and 1 Gr.
Northwestern...	4	3	7	4	2	o	1 Lat. or 1 Gr.
De Pauw, Ind...	3	2	5	..	..	o	o
Johns Hopkins,							
Md.....	8	2	10	..	..	4 Lat.	2 Lat.
Boston, Mass...	5	2	7	4	1	4 Lat.	1 Lat.
Harvard.....	4	1	5	3	1	3 Lat. or 2 Gr.	o
Washington,							
Mo.....	5	2	7	..	..	o	o
Princeton, N.J..	9	4	13	4	2	4 Lat. and 3 Gr.	1½ Lat. and 1½ Gr.
College of New							
York.....	5	8	13	5	1	o	1 Lat.
Columbia.....	4	3	7	1	2	4 Lat.	1 Lat. or 1 Gr.
Cornell Univ....	5	1	6	..	..	o	o
New York Univ..	5	4	9	4	3	4 Lat. or 3 Gr.	1 Lat. or 1 Gr.
Rochester.....	6	2	8	4	3	4 Lat. or 3 Gr.	1 Lat. or 1 Gr.
Syracuse.....	7	5	12	3	2	4 Lat. and 3 Gr.	2 Lat. and 2 Gr.
Cincinnati, Ohio	3	6	9	..	..	o	o
Ohio Wesleyan..	6	2	8	6	2	3 Lat. or 3 Gr.	1 Lat. or 1 Gr.
Western Re-							
serve.....	4	2	6	..	..	2 Lat.	o
Wooster.....	6	3	9	4	3	4 Lat. and 2 Gr.	1 Lat. and 2 Gr.
Univ. of Penn...	7	2	9	4	2	4 Lat. and 3 Gr.	1 Lat. and 1 Gr.
Univ. of South,							
Tenn.....	4	3	7	..	..	4 Lat.	2 Lat. or 2 Gr.
Vanderbilt.....	7	6	13	4	3	4 Lat. and 3 Gr.	2 Lat. and 2 Gr.
Canadian:							
Dalhousie...	5	5	10	3	2	3 Lat.	3 Lat.
McGill.....	4	3	7	2	1	3 Anc. Lang.	2 Anc. Lang.
Manitoba....	4	3	7	..	..	3 Lat.	2 Lat.
Queen's.....	4	2	6	4	o	3 Lat.	1 Lat.
Toronto.....	5	6	11	..	..	3 Lat.	2 Lat.

TABLE III

## MINIMUM FOREIGN-LANGUAGE REQUIREMENTS FOR A.B. IN COLLEGES

	YEARS LANGUAGE FOR A.B.		TOTAL YEARS FOR A.B.	YEARS LANGUAGE FOR B.S.		YEARS ANCIENT LANGUAGES REQUIRED FOR B.S.	
	Preparatory	In College		Preparatory	In College	Years Preparatory	Years in College
Hendrix Coll., Ark. ....	5	7	12	..	..	0	0
Southern Cal. Coll. of the Pacific. ....	2	2	4	2	2	0	0
Colorado Coll. ....	0	0	0	0	0	0	0
Trinity Coll., Conn. ....	4	2	6	..	..	2 Lat.	0
Delaware Coll. ....	6	3	9	2	1	4 Lat. or 3 Gr.	1 Lat. or 1 Gr.
Knox, Ill. ....	6	8	14	2	4	4 Lat.	3 Lat.
Lake Forest ...	3	7	10	3	5	3 Lat.	2 Lat.
McKendree. ....	4	2	6	..	..	0	0
Earlham, Ind. ...	5	2	7	5	2	3 Lat. and 2 Gr.	1 Lat. and 1 Gr.
Wabash. ....	3	2	5	3	2	0	0
Coe, Iowa. ....	3	3	6	..	..	3 Lat.	0
Cornell Coll. ....	4	2½	6½	4	2½	4 Lat.	1 Lat. and 1½ Gr.
Drake. ....	6	3	9	4	2	4 Lat.	0
Grinnell. ....	4	2	6	2	2	4 Lat.	2 Anc. Lang.
Iowa Wesleyan. ....	4	2	6	3	2	4 Lat. or 3 Gr.	1 Lat. or 1 Gr.
Parsons. ....	5	4	9	2	3	3 Lat.	1 Lat. and 2 Gr.
Simpson. ....	2	3	5	2	2	0	3 Lat. or 3 Gr.
Upper Iowa. ....	4	2	6	..	..	2 Lat.	1 Lat.
Baker, Kan. ....	0	5	5	0	5	0	0
Kansas Wesleyan. ....	4	2	6	..	..	4 Anc. Lang.	1 Anc. Lang.
Washburn. ....	5	3	8	5	3	4 Lat.	1 Lat.
Central Univ. of Kentucky ...	3	3	6	3	3	3 Lat.	0
New Orleans, La. ....	4	4	8	2	2	3 Lat.	1 Lat.
Tulane. ....	4	2	6	4	2	4 Lat.	2 Lat.
Bates, Me. ....	4	3	7	2	2	4 Lat. or 3 Gr.	1 Lat. or 1 Gr.
Bowdoin. ....	6	3	9	2	1	4 Lat.	1 Lat.
Washington Coll., Md. ....	5	1	6	..	..	3 Lat.	1 Lat.
Amherst, Mass. ....	2	5	7	0	3	2 Lat.	2 Lat.
Clark. ....	7	2	9	..	..	4 Lat. or 4 Gr.	2 Anc. Lang.
Tufts. ....	0	2	2	..	..	0	0
Williams. ....	4	3	7	2	2	4 Lat. or 4 Gr.	1 Anc. Lang.
Detroit, Mich. ....	7	2	9	..	..	4 Lat.	1 Lat.
Olivet. ....	7	4	11	0	2	4 Lat. and 3 Gr.	2 Lat. and 2 Gr.
Carleton, Minn. ....	2	3	5	..	..	2 Anc. Lang.	2 Anc. Lang.
Hamline. ....	2	2	4	2	2	2 Lat.	0
Drury, Mo. ....	6	5	11	2	2	4 Lat.	1 Lat. or 3 Gr.
William Jewell. ....	3	2	5	3	2	0	0
Grand Island, Nebr. ....	4	3	7	..	..	3 Lat.	3 Anc. Lang.
	2	2	4	..	..	2 Lat.	0

TABLE III—Continued

	YEARS LANGUAGE FOR A.B.		TOTAL YEARS FOR A.B.	YEARS LANGUAGE FOR B.S.		YEARS ANCIENT LANGUAGES REQUIRED FOR A.B.	
	Preparatory	In College		Preparatory	In College	Years Preparatory	Years in College
Nebraska Wesleyan.....	3	1	4	3	1	2 Lat.	0
Dartmouth, N.H.....	6	3	9	2	2	4 Lat.	1 Lat.
Rutgers, N.J. . .	7	3	10	3	2	4 Lat. and 3 Gr.	1 Lat. and 1 Gr.
Adelphi, N.Y. . .	3	1	4	..	..	0	0
Alfred.....	7	2	9	2	2	4 Lat.	1 Lat.
Colgate.....	6	1½	7½	4	1	4 Lat. or 3 Gr.	½ Lat.
Hamilton.....	7	5½	12½	7	3½	4 Lat. and 3 Gr.	1½ Lat. and 1½ Gr.
Hobart.....	6	6	12	4	4	4 Lat.	2 Anc. Lang.
St. Lawrence Univ. ....	7	4	11	2	2	4 Lat. and 3 Gr.	1 Lat. and 1 Gr.
Union.....	7	4	11	2	3	4 Lat. and 3 Gr.	2 Lat. and 2 Gr.
Davidson, N.C. . .	5	4	9	0	4	3 Lat. and 2 Gr.	2 Lat. and 2 Gr.
Trinity Coll. . . .	2	3	5	..	..	0	0
Denison, Ohio..	6	5	11	4	1	4 Lat. and 2 Gr.	2 Lat. and 2 Gr.
Kenyon.....	6	2	8	3	2	4 Lat.	1 Lat. or 1 Gr.
Marietta.....	4	2	6	..	..	2 Lat.	0
Miami.....	4	2	6	..	..	0	0
Oberlin.....	4	1	5	..	..	2 Anc. Lang.	0
Henry Kendall, Okla.....	4	5	9	4	2	4 Lat.	2 Lat. and 3 Gr.
Allegheny, Pa. . .	4	2	6	4	2	2 Lat.	0
Dickinson.....	6	2	8	4	4	4 Lat. and 2 Gr.	1 Lat. and 1 Gr.
Franklin and Marshall . . . .	6	9	15	6	7	4 Lat. and 2 Gr.	3 Lat. and 2 Gr.
Lafayette.....	6½	5	11½	4	2	4 Lat. and 2½ Gr.	2 Lat. and 2 Gr.
Lehigh.....	6	4	10	2	3	4 Lat.	1 Lat.
Pennsylvania Coll. ....	6	8	14	4	6	4 Lat. and 3 Gr.	1 Lat. and 1 Gr.
Pittsburgh.....	4	2	6	2	2	4 Lat.	0
Susquehanna... .	7	4	11	3	2	3 Lat. and 3 Gr.	4 Lat. and 2 Gr.
Swarthmore . . .	4	2	6	..	..	0	0
Ursinus.....	6	3	9	4	4	4 Lat.	2 Lat.
Washington and Jefferson . . . .	6	3	9	4	2	4 Lat.	2 Anc. Lang.
Clafin, S.C. . . .	4	3	7	2	2	4 Lat.	3 Lat.
Wesleyan, S.D..	5	2	7	4	1	4 Lat. and 1 Gr.	1 Lat. and 2 Gr.
Yankton.....	3	1	4	..	..	2 Lat.	0
Chattanooga, Tenn.....	7	4	11	4	4	4 Lat.	0
Fisk.....	4	0	4	..	..	4 Lat.	0
Nashville.....	4	1	5	..	..	0	0
Baylor, Tex. . . .	3	3	6	..	..	0	0
Fort Worth.....	6	4	10	2	2	4 Lat. and 2 Gr.	2 Lat. and 2 Gr.
Trinity Univ. . .	3	4	7	3	3	0	0
Middlebury, Vt. .	6	7	13	2	5	4 Lat.	1 Lat.

TABLE III—*Continued*

	YEARS LANGUAGE FOR A.B.		TOTAL YEARS FOR A.B.	YEARS LANGUAGE FOR B.S.		YEARS ANCIENT LANGUAGES REQUIRED FOR A.B.	
	Preparatory	In College		Preparatory	In College	Years Preparatory	Years in College
Randolph-Macon, Va...	6	3	9	..	..	4 Lat.	1 Lat.
Richmond.....	3	5	8	2	3	3 Lat.	1 Lat. or 1 Gr.
Washington and Lee.....	4	2	6	4	2	0	0
William and Mary.....	3	4	7	2	2	3 Lat.	2 Lat.
Whitman, Wash.	4	2	6	4	1	4 Lat. or 3 Gr.	1 Anc. Lang.
Bethany, W.Va.	6	4	10	6	4	4 Lat. and 2 Gr.	2 Gr.
Wesleyan.....	6	2	8	2	2	4 Lat. and 2 Gr.	1 Lat. and 1 Gr.
Beloit, Wis.....	2	4	6	2	4	0	0
Carroll.....	2	3	5	2	2	0	0
Lawrence.....	0	3	3	..	..	0	0
Milton.....	4	2	6	..	..	2 Lat.	0
Ripon.....	2	3	5	..	..	0	0

degree of B.S. is not granted, i.e., that that particular institution grants only the A.B. to graduates of its college of liberal arts. It should be noted that it is only the college of liberal arts that is taken into consideration, all other colleges of the university being ignored in the report. The names are given in alphabetical order by states.

Table IV gives a summary of the items of the first three tables. The most striking single fact as to the language requirements for the A.B. degree is the utter lack of uniformity—the range of divergence being from zero to fifteen years.

There are 155 institutions listed—33 state universities, 31 private universities and 91 colleges. At one school of each of the three groups students may procure the A.B. without any knowledge of any foreign language, viz., at the University of Minnesota, at Leland Stanford Junior, and at the College of the Pacific.

A glance at the column of state universities reveals the fact that 17 of the 33 have a minimum foreign-language requirement of 5 years or more, while 16 require less than 5 years; that is, the average is about 5 years.

Of the private universities, 16 require 8 years or more, which means that 8 years is about the average of this group. In the case of the colleges the average is about 7 years, for 50 of the 91 in this group require 7 years or more, leaving but 41 that require less than 7 years.

From the column of totals it is learned that 85 require 7 years or more, and that 70 require less than 7 years. That is, for the schools listed the average minimum foreign-language requirement for the A.B. degree is about 7 years.

TABLE IV

Years Foreign Language Required for A.B.	No. State Universities	No. Private Universities	No. Colleges	Total Institutions
0.....	1	1	1	3
1.....	..	..	..	..
2.....	5	..	1	6
3.....	2	..	1	3
4.....	8	..	7	15
5.....	5	3	10	18
6.....	1	3	21	25
7.....	3	8	10	21
8.....	2	3	5	10
9.....	4	4	13	21
10.....	1	4	5	10
11.....	1	1	9	11
12.....	..	1	3	4
13.....	..	3	2	5
14.....	..	..	2	2
15.....	..	..	1	1
Total.....	33	31	91	155

The further observation may be made that of the 155 schools only 27 require less than 5 years for the A.B., while 128 require 5 years or more. More than half of the 27 are state universities. If the state universities are barred from the reckoning, only 11 institutions out of 122 grant the A.B. for less than 5 years of foreign-language study, and seven of these are in the 4-year group. The 11 that require less than 5 years are: Adelphi, Carleton, Collegiate Department of Clark, Fisk, Grand Island, Lawrence College, Leland Stanford Junior, Nebraska Wesleyan, College of the Pacific, University of Southern California, and Yankton.



Thus far the investigation has treated all languages as one homogeneous group in accord with the fallacious idea of the equivalence of studies. The three tables that follow differentiate the ancient classics and show among other things that five institutions out of every seven do not regard all languages as on a par.

TABLE V\*  
REQUIREMENTS IN GREEK

No. Years Greek	No. State Universities	No. Private Universities	No. Colleges	Total Schools
1.....	1	..	1	2
2.....	2	..	1	3
3.....	..	1	5	6
4.....	1	4	10	15
5.....	..	2	3	5
Total.....	4	7	20	31

\* Fractional parts of a year are ignored in this table.

Table V shows that 31 schools have an absolute requirement in Greek—precisely one school in every five. The amount varies from one year to five. Only 4 state universities are in the category: Vermont in the East, California in the West, Ohio between, and Virginia in the South. In each of these 31 institutions Latin is also required—Greek is never required to the exclusion of Latin. While only 31 schools have an absolute requirement in Greek, in 31 other institutions a choice is allowed in whole or in part between Greek and Latin, the rule reading, “Latin or Greek,” or “ancient languages.”

This neglect of Greek is deplored by many, if not the majority, of broad-minded educators. For the truth of this statement one might cite the action of the Cornell professors who signed the following declaration:<sup>1</sup> “We, the undersigned professors (or one-time professors) of Cornell University, should prefer as students of our respective subjects those who have included both Greek and Latin among their preparatory studies in the high school rather than those who have neglected these studies in favor of modern languages or of our own respective subjects.” The signers were

<sup>1</sup> See *Educational Review*, XLII, No. 1, (June, 1911), 106 ff.

professors of Romance languages, zoölogy, history, German, English, mechanical engineering, oratory, mathematics, philosophy, entomology, electrical engineering, civil engineering, drawing and painting, economics and statistics, architecture, histology and embryology, physiology, and biochemistry. Doubtless in any enlightened faculty in the land the above action could be duplicated. For there is abundant ground for the assertion of an experienced teacher of English: "Equipment for liberal scholarship of any kind depends upon a knowledge of the classics. No better training in logical processes was ever devised than the philological discipline of the classics. No discipline more thoroughly systematized, more uniform, more definite, more rigorous. No better training in the use of one's own language than translation from the classics. No better school of poetry or of oratory than the classics. No better gallery of lives—which to contemplate is to know that virtue is its own reward and vice its own penalty. To the abandonment of the classics with their sweet simplicity and their majesty, their orderly restraint and their severe regard, I attribute in no small degree the declining ability to think clearly, to speak and write lucidly, precisely, effectively, the declining love of noble letters and noble art—the declining respect for tradition and authority, for the heritage and the faith—the declining splendor of the ideal."

There are 110 institutions that have a requirement in the ancient classics. Table VI shows the minimum requirement without differentiating between the Latin and the Greek. It presents the case of Latin *par excellence*, although the reservation should be made that 17 institutions in the list allow a free choice between Latin and Greek; but in all except the 17 Latin must be offered in whole or in part and may be of course in the 17. Greek is not required to the exclusion of Latin, as stated above.

The ratio of 110:155 is nearly equivalent to the ratio 5:7, i.e., 5 of every 7 schools have a classical-language requirement. This classical requirement averages 5 years. For in the column of totals the 5-year group stands midway between extremes, having 43 names below it and 45 above it.

Over half of the state universities have no classical requirement—

19 of the 33, as shown by Table VII. In the case of the private universities and colleges the ratio is nearly 4 to 1 in favor of a classical requirement, that is, if the state institutions are eliminated from the reckoning, it may be said of the other schools that 4 out of every 5 have a requirement in the ancient languages for the A.B. degree.

TABLE VI  
ANCIENT LANGUAGE REQUIREMENTS IN THE 110 INSTITUTIONS

No. Years Latin (or Greek, or Both)	No. State Universities	No. Private Universities	No. Colleges	Total Schools
1.....	1	2	..	3
2.....	1	2	7	10
3.....	..	..	7	7
4.....	4	6	13	23
5.....	3	5	14	22
6.....	..	3	10	13
7.....	2	..	3	5
8.....	1	1	4	6
9.....	2	3	6	11
10.....	..	1	3	4
11.....	..	2	3	5
12.....	..	..	1	1
Total.....	14	25	71	110

As to the number of degrees offered, the state universities again are in a class by themselves, as the majority of them prefer the single degree, while the other schools as a group are in favor of a plurality of degrees in the ratio of 82:40, or more than two to one. The totals are 95 and 60, the ratio being somewhat less than two to one in favor of the plurality of degrees.

There is a connection between the adoption of the one-degree scheme and the abandonment of ancient-language requirements. According to Table VII only 19 state universities in the list require no classical language; 17 of these grant one degree only. There are but 20 state universities that grant the A.B. only; 17 of these have no classical requirement. Again, three-fourths of all the schools of the list that have no classical-language requirement offer the one degree only, that is, 34 of the 45 of Table VII. These statistics indicate that the introduction of the one-degree schedule is attended for the most part by the abandonment of all ancient-language

requirements. Apart from the testimony of statistics, a priori reasoning leads to the same conclusion. If only one degree is offered the standard is quite naturally suited to the desires and the capacity of those who are most averse to the study of the languages. To make one common level easily accessible to all necessitates that the heights be lowered. If, however, the peaks are permitted to remain and the youth are summoned thither, there will be found those who are capable of scaling the heights, for all are not created equal in mental gifts and aptitudes. But to abolish distinctions

TABLE VII

Totals	Grant A.B. Only	Two Degrees or More		Require No Latin or Greek	Require Latin or Greek	Totals
33	20	13	..... State Universities.....	19	14	33
31	13	18	..... Private Universities.....	6	25	31
91	27	64	..... Colleges.....	20	71	91
155	60	95	..... Totals.....	45	110	155

is to destroy incentive and spur and to deprive the republic and the literary world of much-needed leadership. Advocates of the one-degree plan posit the premise that all studies are equal and that everything depends on a student's attitude toward his work. If he gives himself with whole-hearted enthusiasm to his subject, one study is as good as another, they claim. There is much truth in this contention—enough to deceive the very elect in many cases. For it does make a very great difference in results as to how a student relates himself to his work. But this is not the whole truth. Their premise is false and so is their conclusion. There is a difference in studies. No two studies, in fact, show an exact equivalence, either in informational value or in disciplinary effect.

Of the 60 institutions that grant the single degree nearly 30 have changed to the one-degree plan since 1899, the rate of change being less than 3 per year. Of these 30 about 15 made the change since the year 1904, which indicates that the rate of change is not

increasing. In corresponding with the schools no questions were asked about the desirability of the one-degree plan or about the probability of its adoption in the future, but in several instances opinions were volunteered. Three remarked that they expected to try the one-degree experiment; there were many expressions of opposite tenor, as, "we do not think of changing to the one-degree"; "we entirely object to giving A.B. with no Greek"; "until present year A.B. only, now B.S. for those who want college training, but not the training the A.B. stands for"; "I believe our faculty is well intrenched in the view that degrees should be granted in such a way as to give some fair indication of the character of work done for them." From a one-degree college came this: "we plan to offer B.S. also, but not yet approved by trustees"; from another of the same class, "the one-degree plan is not the unqualified success which its supporters had hoped to realize."

The one-degree plan is alluring and easy to make; it is simple and has the democratic, or rather socialistic, air. The testimony of experience, however, is the one that carries weight; also, be it noted, it is many times harder to return to the plurality of degrees, thereby confessing to an error. There are some noteworthy instances of a movement from the one degree back to a plurality of degrees. The University of Nebraska tried the A.B. only until 1909, but since, has been granting the B.S. also; the University of Virginia gave the A.B. only for about 15 years, now gives the A.B. and the B.S.; Middlebury tried the single degree during the years 1903-8, now gives A.B. and B.S.; Drury College put in B.S. in 1911; Cornell University has been trying the one-degree plan but introduced the B.Chem. in 1911 and added one year to her language requirement for the A.B. degree; Harvard, champion of the elective system, gave up the one-degree plan in 1906 and since then has been granting the A.B. and B.S.; in 1905 Columbia made the same change from A.B. only to the A.B. and B.S.

Although the adoption of the one-degree plan is often followed sooner or later by a surrender of all requirements in the ancient languages, nevertheless 25 of the institutions which grant A.B. only require some Latin, the amount varying from one to six years; one of them requires five years of Latin and three years of

Greek. In none other of the 25 is Greek a requirement, although in five cases it may be substituted in whole or in part for the Latin. As these 25 colleges grant the one degree only it follows that they require every student to take Latin. Many would claim that this is an unwarranted hardship. But the defender of the vogue comes forward with: "Why shouldn't every student take Latin? Whatever his lot in life he will need to know English, and to be able to think," referring to the close dependence of English upon Latin and to the dictum that the study of Latin promotes logical thinking.

To recapitulate: The testimony of 155 of the most reputable representative schools, chosen at random, is to the following effect: The average minimum foreign language requirement for the A.B. degree is 7 years. Only 1 school in 5 requires Greek for A.B., the amount averaging between 3 and 4 years. There is a classical language requirement (mostly Latin) in 5 schools of every 7, and the average amount is 5 years. The majority of schools, nearly two-thirds, offer more degrees than one. Three-fourths of the schools that require no Latin or Greek offer one degree only—that is, the one-degree plan and the no-ancient-language schedule are often concomitant. The tables would yield figures much more favorable to the classics, were it not that so many state universities are included in the report. It would seem that the tax-supported institution feels under some obligation to decorate the sons and daughters of taxpayers with the A.B. and to do this on very easy terms. Of course there are exceptions, but the class is here considered as a whole.

One observes also that if only one degree is to be offered, it is always the A.B. that is desired, and this too, although a student may give his chief attention to science, and although he may avoid language-study altogether as at Leland Stanford Junior or the University of Minnesota. Why is this? Why do they take the degree that signifies a classical education? Why not choose a Ph.B., or the B.L., or invent a new title? Their choice is a confession of the esteem they have in their secret hearts for that for which the A.B. stands; and their belief is corroborated by facts—facts like the following, for example. Elaborate investigation has been made in three different quarters under different auspices as to

the relation of studies to success in life. President Lowell took the statistics of twenty college classes and the facts were in favor of the classics. Again, at Bowdoin an independent line of research led to the same conclusion. Last of all, President Foster, adopting a different definition of success, made a scientific study of the problem and with the same result. In referring to the concurrent testimony of the three lines of investigation he says: "It is certainly notable that in such extensive and independent studies, the most successful groups of men in college, in professional schools, and in later life, invariably spent more time on the classics than the less successful or random selection of students."

As the tables give only *minimum requirements*, they reveal but a partial view of the present status of language-study—both of languages as a whole and of the classics in particular. For example, of some of the colleges that are listed as having no ancient language requirements the statement is made by our correspondents "most students offer Latin." In fact, there are some signs that the pendulum has begun to swing forward once more. In evidence is the Amherst idea, the stout stand in maintaining a classical requirement recently taken by Harvard, the appeals made by far-sighted leaders from the platform and in the press on behalf of the classics and the return of influential colleges to plurality of degrees after trying the one-degree plan. President Buckham prophesies that ten years hence many more institutions will require Greek for the A.B.

For generations past the A.B. has stood for an education that included a training in the ancient classics, and it stands for that today in a large majority of the schools, as the tables demonstrate. The discipline of the ancient classics is distinctive, unique; there may be another discipline that is similar, but as a distinguished scientist remarked, nothing else is just it. Is it fair or honorable to label with an A.B. that which is devoid of the classical element?

Is there any good, logical reason why a college should give the A.B. for work that does not include the old humanistic course that trains for leadership in thought and action? For other lines of work there are labels at hand a-plenty, and still others may be invented. Charles Francis Adams, after his Sanders Theater pronouncement had been tried for twenty-three years, frankly

recants in these words: "I would prescribe one of the classic tongues as a compulsory study to the day of graduation, the one royal road to a knowledge of all that is finest in letters and in art." Mr. Adams evidently means every student of whatever course. Let us suggest by way of compromise that this ideal plan be restricted in its application to students of a single course, namely, the A.B. course. Let the minimum requirement for the A.B. degree be 7 years of foreign language, the average shown by the tables, and let about half of this be in the ancient classics. In the light of the past history of the A.B. and of the present facts the suggestion seems a reasonable one; its general adoption would work injustice to no one and the gain would be more than that of uniformity.